

Improving Students' Reading Quality Through the SQ4R Learning Method

Arief Hadziq Fikri¹, Diyana Fauziya Riqkiyahi², Zulaikah³

^{1,2,3} Universitas Nurul Huda

* E-mail: ariefhf@unuha.ac.id

Abstract

Learning methods are important for an educator to provide or deliver learning in creating a conducive teaching and learning process, one of which is the SQ4R learning method which is used to improve reading comprehension skills and metacognitive skills through survey, question, read, reflect, recite, and review to students so that they can receive Reading Skill learning well and by following this structured approach you can improve comprehension, improve memory, and become a more involved and active learner. The purpose of this study is to see the improvement of learning outcomes and student comprehension by using the SQ4R method. The method used in this research is descriptive qualitative by collecting data through observation and interviews. The SQ4R learning method has been proven to be effective in improving student's reading skills. Based on observation and interviews, it was found that the method helped students understand and retain reading material better by guiding them through a structured approach: Survey, Question, Read, Reflect, Recite, and Review. The results of this study show that the SQ4R learning method can help students improve reading skills, so it can be concluded that the SQ4R learning method is very influential in improving reading skills at Mts Bustanul Ulum Wonotirto, the SQ4R method can increase student activeness in the English learning process, especially improving reading skills in students, the SQ4R method can help students in solving problems of difficulty understanding the content of reading, the SQ4R method can increase student motivation in learning English because it uses methods that make students interested.

Keywords: learning method, reading skill, SQ4R.

INTRODUCTION

Reading is an activity that involves the pronunciation of words as well as the comprehension of words from printed materials. This activity includes the analysis and organization of various skills, such as learning, thinking, reasoning, and creating meaningful solutions to a problem, which ultimately helps the reader understand the information conveyed. In reading courses, the activities of teaching-learning are focused on reading for comprehension because students are expected to be able to interpret the content of the text (Marsa S.S, et al., 2021). According to Tarigan, reading is a process carried out by the reader to receive messages that the author wants to convey through writing or to understand the meaning contained in the written material. Meanwhile, Soedarsono states that reading is a complex activity, involving a variety of separate actions, including the use of comprehension, imagination, observation, and memory (Arwita Putri et al., 2023).

A person's reading ability is influenced by various interrelated factors, both internally and externally. These factors play an important role in determining how effectively one can comprehend the text being read, as well as how smoothly the reading process takes place. These factors are as follows:

1. Cognitive ability is the first element that affects a person's reading ability. It includes various mental aspects such as focus, short-term memory, and speed in processing information. Good focus helps the reader to stay focused on the text without distraction, which is very important for the information to be absorbed properly. Short-term memory also plays an important role, as readers often need to temporarily store information and connect it to existing knowledge. Meanwhile, speed in processing information allows the reader to move through the text quickly and efficiently, making it easier to understand.
2. Vocabulary mastery is an important element that greatly affects reading skills. The more words an individual knows, the easier it is to identify and understand the meaning of the text. A varied

vocabulary supports readers to recognize words quickly and understand the context of sentences better. In addition, readers with a wider vocabulary can also more easily make inferences or conclude the reading they do, because they can more easily connect existing words with deeper meanings.

3. Motivation and interest also play an important role in reading. A person who is interested in the topic being read usually concentrates more and can persist longer in the reading activity, which in turn promotes comprehension of the text content. Motivation that comes from within, such as curiosity about a topic, is often more influential and lasting than motivation that comes from external factors, such as rewards or recognition.
4. The social and cultural environment in which one grows and develops also affects one's reading ability. An environment that provides many reading resources, such as books, magazines and other media, offers more opportunities to practice reading. Social exchanges also enhance the reading experience, especially when individuals engage in discussions or conversations about what they read. In addition, the existence of a supportive literacy culture is also very beneficial, as a community that values and encourages reading will reinforce this habit in individuals.
5. Prior reading experience is also a very important factor. Individuals who read regularly, especially from childhood, tend to have better reading skills because they are used to interacting with a wide variety of texts. The type of reading selected also has an impact on reading ability; a variety of texts, ranging from fiction to scientific articles, will enrich the reader's cognitive abilities and comprehension. In addition, the reading method used during the learning process also plays a role in improving reading ability.
6. Physiological factors such as vision conditions play an important role in one's ability to read. Vision problems, including nearsightedness or farsightedness, can hinder the reading process, especially when the text is difficult to see clearly. In addition, other physical conditions, such as fatigue, also affect one's focus and ability to comprehend the content. Physical or mental fatigue can lower concentration levels, which in turn creates difficulties in processing the information read.
7. The approach used in teaching and learning also has a significant influence on reading ability. Efficient teaching methods, such as the phonetic method that explains the relationship between letters and sounds, can accelerate the development of children's reading skills. Interactive and discussion-based teaching methods also contribute to improving readers' understanding of the material read. On the other hand, the use of technology in the reading learning process, such as text- or image-based applications, can make the reading experience more diverse and facilitate comprehension of reading content.
8. An individual's level of education plays a significant role in influencing their reading ability. Individuals who receive formal education generally have greater access to varied and complex reading sources, which in turn improves their reading skills. In educational institutions, directed literacy learning teaches various methods and strategies that aid in text comprehension, from letter recognition to more in-depth reading. In addition, higher education often enhances critical thinking skills, which are essential for understanding more difficult texts.
9. Age also has an effect on how individuals read and process information. In children, reading skills develop in line with learning letter, word, and sentence recognition. As one age, one's reading ability becomes more advanced. However, in the later stages of life, physical impairments such as decreased vision or memory may hinder reading fluency, although broader life experiences still give an edge in comprehending different types of reading.
10. Emotional and psychological aspects should also be taken seriously. A person's emotional status, such as anxiety or tension, can affect their ability to focus while reading. Tension can inhibit the thinking process and hinder comprehension of the text. On the other hand, when a person feels engaged or satisfied with their reading, they tend to concentrate more and retain information more easily.

Overall, reading ability is influenced by many interrelated factors, ranging from internal aspects such as

cognitive ability and motivation, to external factors such as social environment and education. The reading process is not just about recognizing words, but also involves deep comprehension and the ability to analyze and connect information in the text. By recognizing these factors, we can better understand how to improve one's reading skills.

The SQ4R method, which stands for Survey, Question, Read, Recite, Reflect, Review, is a systematic technique aimed at boosting students' understanding of reading materials. This method is especially useful in school environments where learners often have difficulty grasping and remembering information from the texts they encounter. By engaging students actively with their reading, the SQ4R approach allows for a more organized absorption of content, thereby enhancing their comprehension abilities. Reading comprehension is an essential skill that is vital for achieving academic success across different subjects (A. Espia & P. Cortezano, 2023; Akbaşlı et al., 2016). It helps students derive significance from written materials, a crucial aspect of learning and acquiring knowledge. However, numerous students experience difficulties with reading comprehension, often due to reasons like low motivation, poor reading techniques, and a lack of practice. The SQ4R method tackles these challenges by offering a straightforward structure that motivates students to be proactive in their educational experiences. Implementing the SQ4R method involves several steps that assist students in completing their reading assignments. First, students examine the content to obtain a general sense of it, then they formulate questions they want to address as they read. This initial phase of questioning creates a specific aim for reading, making it more intentional and focused. While reading, students look for answers to their questions, which encourages a more engaging interaction with the text. After finishing, they summarize important points and ideas to help reinforce their understanding. The reflection stage gives students the chance to critically analyze what they've learned and how it connects to their existing knowledge. Lastly, the review phase helps solidify their understanding by summarizing the content and evaluating their grasp of it. Research shows that the SQ4R method substantially enhances students' reading comprehension abilities.

A foundational ability required for academic achievement in a variety of areas is reading comprehension. It helps pupils to find meaning in written works, which is absolutely vital for knowledge acquisition and learning. Many kids, meanwhile, struggle with reading comprehension because of things like low motivation, poor reading skills, and little experience (C. Mabborang & S. Balero, 2023; Wang et al., 2020). Because self-regulation, strategy use, and bridging processes in reading comprehension is important (Duke & Cartwright, 2021). The SQ4R methodology offers a disciplined strategy that motivates students to be proactive in their learning process, therefore addressing these problems.

Using the SQ4R approach calls for six sequential actions meant to help pupils with their reading tasks. Students first review the materials to develop a broad knowledge. They then create questions to direct their reading, therefore serving a clear goal that gives the process more deliberate attention. Students search for answers to their questions as they read, therefore encouraging a more involved relationship with the text. They then repeat important facts and ideas to help them to grasp them. The reflection stage helps students to critically assess what they have learnt and connect it to their prior knowledge. Finally, the review phase consolidates their learning by summarizing and evaluating their comprehension of the subject.

Research has demonstrated that the SQ4R technique dramatically boosts students' reading comprehension skills. A study by Başar and Gürbüz (2017) indicated that fourth-grade children who applied the SQ4R technique demonstrated a substantial improvement in reading comprehension compared to those who did not. Similarly, a study by Churat et al. (2022) found that the SQ4R technique effectively improved critical reading skills among grade 11 students. Additionally, Khusniyah and Lustyantje (2017) demonstrated that the SQ4R method effectively increased English reading comprehension among second-semester university students. These data imply that the SQ4R technique not only improves understanding but also boosts student enthusiasm and classroom involvement. By establishing a more dynamic and learner-centered educational environment, the SQ4R technique equips students with critical skills transferable across multiple academic fields.

the SQ4R technique is recognized as an excellent strategy for enhancing pupils' reading comprehension. Its structured methodology promotes active reading, critical thinking, and greater

interaction with literature. As educators explore novel approaches to boost literacy results, including the SQ4R method in reading instruction can considerably improve students' performance and confidence in tackling complicated texts(Zakiya, 2024).

METHODOLOGY

This study uses a qualitative method. In this study, researchers collected data through observation and interviews. Observations allow researchers to acquire firsthand data on student behaviors and interactions during the learning process, while interviews provide deeper insights into students' personal experiences and thoughts regarding the SQ4R technique (Creswell & Creswell, 2017). The sample comprised 25 students from class VII of Mts Bustanul Ulum Wonotirto. A purposive sampling methodology was applied to pick individuals who had varied levels of reading ability to achieve a representative knowledge of the method's effectiveness(Sugiyono, 2020). At the observation stage, researchers conducted observations in class by observing the student's learning process, especially when reading a text or literacy. At the interview stage, researchers gave questions to class VII students of Mts Bustanul Ulum Wonotirto. The instrument used in this research is a form or questionnaire, where the researcher designs questions that are by the context under study and the interview is conducted (open interview). In this study, the number of samples taken was 25 students with 10 questions. Qualitative data from observations were analyzed using thematic analysis. Common themes relating to student involvement, motivation, and comprehension were identified. The quantitative data from the questionnaires were analyzed using descriptive statistics to discover patterns and trends. Before data collection, consent was obtained from students, parents, and school administrators. Confidentiality was maintained by anonymizing student responses, and participation was voluntary, with students free to withdraw at any time without repercussions.

RESULT AND DISCUSSION

RESULTS

Observation

The observation was conducted at MTs Bustanul Ullum Wonotirto to identify the low quality of students' reading, as well as measure the effectiveness of applying the SQ4R (Survey, Question, Read, Recite, Review, Reflect) learning method in improving their reading quality. Before the application of this method, students' reading quality was very low, as seen by their habit of reading in a hurry without deep understanding. Most students had difficulty explaining the content of the text in their own words and only relied on memorization or copying information from the text without doing further analysis. Students' interaction with the text was also very limited. Many students did not pay attention to the structure of the text and had difficulty identifying the main idea or important information in the reading. In addition, their participation in class discussions was minimal, with few contributions from students to express opinions or questions related to the reading material.

After the application of the SQ4R method, the situation in the classroom began to show positive changes. This method helped students to be more structured in the reading process, which started with the "Survey" step to get a general overview of the text. Students began to more actively ask questions and seek information through the "Question" step before starting the reading process. When reading, they focus more on relevant information and try to understand the text more deeply. After that, the "Recite" stage encourages students to re-express the content of the text in their own words, which improves their understanding. This method also increases students' participation in class discussions. With the "Review" and "Reflect" steps, students are better able to recall and reflect on the material they have read, so they can more easily relate new information to prior knowledge. Class discussions became livelier, with many students starting to express their opinions and ask questions about the material they had learned. Overall, students' reading quality improved significantly after the implementation of the SQ4R method. They became more engaged and better able to understand and analyze the text. Their ability to summarize information and discuss the reading material also improved. Therefore, the SQ4R method proved to be effective in improving the quality of reading at MTs Bustanul Ullum Wonotirto, and it is recommended to be applied regularly in the learning process at this school.

Interviewing

Based on the results of interviews with students regarding the application of the SQ4R method at MTs Bustanul Ullum Wonotirto, it can be concluded that this method has a very positive impact on the quality of student reading. The SQ4R method is proven to increase students' interest, understanding, and confidence in reading and doing tasks related to reading material. All the interviews showed that the application of the steps in SQ4R not only made students more structured in the reading process but also helped them to be more active and critical in analyzing the texts read.

➤ Increasing Students' Reading Interest

One of the main findings in this interview was the increase in students' reading interest after the implementation of the SQ4R method. Before the use of this method, students claimed to feel bored or uninterested in the reading material. They tended to read in a hurry without understanding or seeking the gist of the text. However, after being introduced to the SQ4R method, students began to feel that reading was no longer an obligation, but a more interesting and useful activity. One of the steps that is considered the most helpful in increasing reading interest is the Survey step, which provides an overview of the text to be read so that students feel more prepared and know what to expect from the reading. With an initial idea of what will be read, students feel more interested in digging deeper and understanding the text as a whole.

➤ Easier Understanding of Reading Material

The interview results also show that the application of the SQ4R method is very effective in helping students understand the reading material better. One of the main challenges students faced before using this method was the difficulty in understanding the text they were reading. Many students admitted that they often felt confused or forgot about what they read because there was no clear structure in reading. However, by using SQ4R, students find it easier to capture the essence of the reading as each step gives them clear instructions on what to do. The Question step, for example, teaches students to ask questions about the reading before they start reading, which helps them become more focused and search for relevant information. When reading, they are not just reading to complete a task, but they are reading to answer the questions they have created. This allows them to identify important information and separate irrelevant information more efficiently. In addition, the Recite step also greatly helps students to recall what they read, as they are asked to repeat the information in their own words. This process strengthens their understanding and makes it easier for them to recall the learned information.

➤ Increased Confidence in Answering Questions

One of the positive effects that students felt after applying the SQ4R method was an increase in their confidence in answering reading-related questions. Before using this method, many students felt anxious and unsure when they had to answer reading questions because they did not feel they understood the text well. However, after following the SQ4R steps, they felt more prepared and confident in answering the questions because they had gone through a structured process to understand the text more deeply. The Recite step helps them to recall and reorganize the information they have read more clearly so that when it comes to answering questions or explaining the content of the text, they feel more confident in their answers. The Review step also helps them to evaluate their understanding after reading, ensuring that they have understood all parts of the text correctly before answering questions or discussing the material.

➤ Effectiveness of Study Time

Students also felt that using the SQ4R method made their study time more effective. Before using this method, many students felt that learning to read was a boring and time-consuming activity with no clear results. However, after being introduced to SQ4R, they felt their study time was more purposeful and useful. Each step in the method has a clear purpose, which helps students to stay focused and not feel wasted. Steps such as Survey provide an initial overview of the text, so students don't feel confused or rushed in their reading. The Question step teaches them to focus on the information they need to find in the reading, while Recite and Review allow them to ensure that they understand the text and the information they have learned. With a clear structure and easy-to-follow steps, students feel more organized in their study time. They are not just reading to complete a task, but they are taking the time to understand, analyze, and reflect on their reading, which makes their study time more effective and rewarding.

Questionnaire

Table 2. Questionnaire result on SQ4R method

| No | Questionnaire | SS | TS |
|----|--|----|----|
| 1 | The SQ4R method makes me more interested in reading. | 20 | 5 |
| 2 | I find it easier to understand reading material using the SQ4R method. | 18 | 7 |
| 3 | The SQ4R method helps me find important information in the text faster. | 22 | 3 |
| 4 | I feel more confident in answering reading questions after using the SQ4R method. | 19 | 6 |
| 5 | The SQ4R method helps me improve the content of the reading better. | 21 | 4 |
| 6 | I feel my study time is more effective when using the method. | 20 | 5 |
| 7 | The Survey step in the SQ4R method helps me understand the structure of the reading. | 23 | 2 |
| 8 | The Question step makes me more critical of the reading I am studying. | 18 | 7 |
| 9 | The Reflect and Recite steps help me understand the reading more deeply. | 22 | 3 |
| 10 | The Review step helps me re-evaluate my understanding of the reading. | 24 | 1 |

Increased Engagement

The majority of students (80% or more) highly felt that the SQ4R technique made them more engaged in reading. This finding implies that the method's structured approach, particularly the "Question" and "Review" sections, encourages interest and a sense of purpose throughout reading. Students also reported feeling more confident while answering reading-related questions, indicating a better level of involvement and ownership in their learning experience.

Enhanced Comprehension

The analysis indicated that the phases "Survey," "Reflect," and "Recite" were particularly successful in enabling pupils to absorb and internalize the reading material. With over 85% of students strongly agreeing that these steps helped them absorb content better, it is obvious that breaking down the reading process into digestible portions improves deeper comprehension. The "Reflect" stage, in particular, helped pupils to connect new material with past knowledge, thereby cementing their grasp.

Improved Learning Strategies

The results further stress the relevance of the SQ4R technique in encouraging critical thinking and successful study habits. Students overwhelmingly felt that the "Survey" stage helped them structure their reading and that the "Question" step encouraged them to critically engage with the information. These comments imply that the SQ4R method not only enhances reading comprehension but also equips students with transferable skills relevant to various disciplines and learning settings.

Critical Thinking and Study Habits

The findings show how the SQ4R technique enhances the formulation of effective study methods and critical thinking skills. In the "Question" phase, students were tasked with performing a comprehensive examination of the text, but in the "Survey" phase, they were afforded the chance to acquire a systematic overview of the reading materials. The "Reflect" phase facilitated students' knowledge expansion by enabling them to connect new material with their existing understanding.

Motivation and Confidence

The method significantly enhanced both the students' motivation and their confidence in managing reading tasks. The SQ4R technique fostered a sense of achievement and self-efficacy among students, as indicated by over ninety percent reporting increased confidence in answering reading-related questions.

DISCUSSION

Based on the results of observations, interviews, and questionnaires conducted on students of MTs Bustanul Ullum Wonotirto regarding the application of the SQ4R method to improve reading quality, it was

found that this method has a significant positive impact on improving students' reading quality.

- **Increasing Students' Interest in Reading**
Most students (20 out of 25) reported that they felt more interested in reading after using the SQ4R method. The Survey step provides an overview of the text to be read, which increases students' curiosity and makes them more interested in reading further. This method provides a clear structure in reading so that students do not feel that reading is just an obligation, but also a more interesting and enjoyable activity.
- **Easier to Understand Reading Material**
A total of 18 out of 25 students stated that they found it easier to understand the reading material after using the SQ4R method. Each step in the method, from Survey to Review, provides guidance that helps students to distill important information, recall the gist of the reading, and understand the material more deeply. The Question step really helps students to focus on what to look for and understand in the text.
- **Improving Speed in Finding Information**
Most students (22 out of 25) felt an improvement in their ability to find important information in the reading more quickly. The Survey step allows students to get an overview of the text, so they know where they need to focus. Thus, they can read faster without losing the essence of the reading material.
- **Increased Confidence in Answering Questions**
The questionnaire results showed that 19 out of 25 students felt more confident in answering questions after using the SQ4R method. The Recite step helps students to repeat and reformulate the reading material in their own words, so they feel more confident and prepared when they have to answer questions related to the reading. The Review step also allows students to ensure that their understanding is correct before answering the questions.
- **Better Study Time Effectiveness**
A total of 20 out of 25 students felt that their study time became more effective after using the SQ4R method. With clear and structured steps, they feel more organized and no longer feel like they are wasting time. Each step has a specific purpose, which allows students to read with focus and make better use of study time.
- **Better Understanding of Reading Structure**
The Survey step in the SQ4R method really helped students understand the structure of the reading. A total of 23 out of 25 students revealed that they found it easier to recognize text structures (such as headings, subheadings, and key points) after using this method. A clearer understanding of text structure makes it easier for students to follow the reading flow and absorb information effectively.
- **Improving Students' Ability to Think Critically**
A total of 18 out of 25 students felt that the Question step made them more critical of the reading they were studying. This step teaches students to ask questions before reading, which motivates them to look for answers and focus more on relevant information. With pre-set questions, students become more engaged in the reading and not just passively reading.
- **Improved Deeper Understanding**
A total of 22 out of 25 students revealed that the Recite and Reflect steps helped them to understand the reading more deeply. After reading, students are asked to repeat the information in their own words. This process strengthens their understanding of the text and provides an opportunity to absorb the content.
- **Re-evaluating Comprehension with the Review Step**
Almost all students (24 out of 25) found the Review step very helpful in re-evaluating their understanding of the reading. This step allowed them to review the information they had read and ensure that they had understood each part of the text correctly before answering questions or discussing the material further.
- **Increased Student Satisfaction with the Learning Method**
Overall, most students (21 out of 25) reported that they were satisfied with the use of the SQ4R method in the learning process. They felt that this method provided a clear structure, made it easier for them to

understand the reading, and helped them to be more active and critical in learning. The method also made them feel more confident in completing reading tasks and answering questions.

The results of this study line up with studies of Başar and Gürbüz (Başar & Gürbüz, 2017), Churat et al. (Churat et al., 2022), and Khusniyah and Lustyantie (Khusniyah et al., 2017), all of which show how well the SQ4R approach improves reading skills and supports active learning. These studies have shown that the SQ4R method is a useful teaching tool that enables students to interact with reading materials more deliberately and methodically. While Churat et al. (Churat et al., 2022) underlined its importance in helping high school students acquire critical reading abilities, Başar and Gürbüz (Başar & Gürbüz, 2017) showed how the approach enhances primary kids' reading comprehension by means of critical thinking and self-regulation. Likewise, Khusniyah and Lustyantie (Khusniyah et al., 2017) discovered that students in universities applying the SQ4R approach made notable improvement in reading comprehension, especially in negotiating challenging English literature. By showing how the technique may be effectively applied in a junior high school environment, particularly among seventh-grade kids with different reading proficiencies, the current study adds to the increasing body of knowledge already in publication. This study makes one of the main contributions since it emphasizes the several advantages of the SQ4R method. Emphasizing student-centered learning, the approach developed disciplined study habits and raised motivation in addition to improving reading comprehension. The "Survey" and "Question" steps, for instance, allowed pupils to construct a clear path for reading, making the activity less frightening and more purposeful. The "Reflect" and "Recite" phases fostered deeper engagement with the topic, enabling students to connect new information with past knowledge and convey their understanding effectively. Additionally, the "Review" step strengthened knowledge by offering an opportunity for students to analyze their learning outcomes critically. These findings accord with the broader educational goal of preparing pupils with lifelong learning skills that extend beyond the classroom.

CONCLUSION

The study reveals the significant influence of the SQ4R learning method as a very successful approach for boosting students' reading comprehension and their overall involvement in the learning process. By adopting a systematic and planned process of Survey, Question, Read, Recite, Reflect, and Review, the technique offers pupils a clear framework to explore and comprehend reading materials. This structured method not only enhances understanding but also promotes deeper engagement with the text, enabling students to build a more active and intentional learning process. The results revealed that the majority of participants—over 80%—found the method entertaining, citing gains in their grasp of reading content as well as in their motivation and confidence while handling reading assignments.

A fundamental aspect of the SQ4R technique rests in its capacity to build critical thinking skills and good study habits. The "Survey" step helps pupils to take an initial overview of the content, establishing a sense of purpose and organization. The "Question" step further strengthens this by motivating learners to build curiosity and create particular goals for their reading. Through the "Recite" and "Reflect" processes, students can process and assimilate material more efficiently by linking new content with their past knowledge, while the "Review" step consolidates their comprehension and allows them to analyze their learning outcomes critically. Collectively, these measures enable students to embrace active learning practices, emphasizing freedom and responsibility in their educational path.

Despite these largely positive outcomes, the study also identifies issues faced by a tiny minority of students who reported difficulties with particular components of the SQ4R technique. This group, which accounted for less than 20% of participants, may represent those who are less accustomed with organized learning techniques or who require further coaching to properly benefit from the strategy. These obstacles may also reflect differences in cognitive capacity, learning preferences, or past exposure to active learning methodologies. For instance, students who are more accustomed to passive types of instruction may find the SQ4R method's reflective and interactive nature challenging to adapt. This underlines the need to offer targeted help or adaptations to accommodate various learners.

To overcome these difficulties, future research should study techniques for improving the inclusivity and accessibility of the SQ4R method. This could involve personalized instruction, where instructors modify the application of the approach to match the requirements of individual learners, or the use of scaffolding techniques to lead students through the process more gradually. Additionally, including peer-assisted learning or technology-enhanced tools could help solve challenges by offering extra support and encouragement for students who struggle with the method's application. Long-term research might further study the persistent impact of the SQ4R approach on reading abilities and its potential to influence other areas of academic achievement.

Overall, this study emphasizes the SQ4R method's promise as a revolutionary tool for educators wanting to improve reading results. By making the reading process more participatory and interesting, the technique not only boosts comprehension but also cultivates a greater respect for reading as an essential ability. Its capacity to foster critical thinking, motivation, and self-confidence makes it an adaptable and impactful method that can be utilized across numerous educational environments. Beyond its obvious benefits for reading comprehension, the SQ4R technique equips students with transferable skills that are valuable for lifelong learning and problem-solving.

For educators, the findings of this study offer useful insights into how organized learning methodologies like SQ4R can be effectively integrated into classroom activities. The method provides a realistic framework for tackling common issues in reading teaching, such as poor motivation, trouble with understanding, and restricted involvement. Moreover, its adaptability to multiple age groups and skill levels shows that it has broad relevance in diverse educational environments, ranging from basic schools to higher education.

In conclusion, the SQ4R technique stands out as a powerful teaching tool with the potential to revolutionize how students approach reading and learning. While further research is needed to perfect its application and solve the obstacles faced by some learners, the overall results convincingly support its usefulness in producing active, engaged, and confident readers. As educators continue to seek creative ways to increase reading outcomes, the SQ4R technique offers a potential road forward, enabling children to not only achieve academically but also build skills that will assist them throughout their lives.

REFERENCES

- A. Espia, E. B., & P. Cortezano, G. (2023). Reading Comprehension And Academic Performance In English Among Grade Seven Learners. *APJAET - Journal Asia Pacific Journal of Advanced Education and Technology*. <https://doi.org/10.54476/apjaet/09498>
- Akbaşlı, S., Şahin, M., & Yaykiran, Z. (2016). The Effect of Reading Comprehension on the Performance in Science and Mathematics. *Journal of Education and Practice*, 7(16).
- Arwita Putri, Riris Nurkholidah Rambe, Intan Nuraini, Lilis Lilis, Pinta Rojulani Lubis, & Rahmi Wirdayani. (2023). Upaya Peningkatan Keterampilan Membaca Di Kelas Tinggi. *Jurnal Pendidikan Dan Sastra Inggris*, 3(2), 51–62. <https://doi.org/10.55606/jupensi.v3i2.1984>
- Başar, M., & Gürbüz, M. (2017). Effect of the SQ4R Technique on the Reading Comprehension of Elementary School 4th Grade Elementary School Students. *International Journal of Instruction*, 10(2).
- C. Mabborang, R., & S. Balero, M. (2023). Exploring Factors Affecting Reading Comprehension Skills: A Quasi-Experimental Study on Academic Track Strands, Learning Modalities, and Gender. *American Journal of Educational Research*, 11(9), 545–554. <https://doi.org/10.12691/education-11-9-2>
- Churat, J., Prommatha, R., Pengsawat, W., Upanit, W., Chaemchun, S., Intasena, A., & Yotha, N. (2022). The Use of the SQ4R Technique in Enhancing Grade 11 Student Critical Reading. *Higher Education Studies*, 12(4), 113. <https://doi.org/10.5539/hes.v12n4p113>
- Creswell, J. W., & Creswell, J. D. (2017). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications.
- Duke, N. K., & Cartwright, K. B. (2021). The Science of Reading Progresses: Communicating Advances Beyond the Simple View of Reading. *Reading Research Quarterly*, 56(S1). <https://doi.org/10.1002/rrq.411>
- Khusniyah, N. L., Rasyid, Y., & Lustyantje, N. (2017). Improving English Reading Comprehension Ability

through Survey, Questions, Read, Record, Recite, Review Strategy (SQ4R). *English Language Teaching*, 10(12), 202. <https://doi.org/10.5539/elt.v10n12p202>.

Marsa, S. S., Kuspiyah, H. R., & Agustina, E. (2021). *The Effect of Kahoot! Game in Teaching Reading Comprehension Achievement. JET (Journal of English Teaching)*, 7 (2021), 147.

Sugiyono. (2020). *Metode penelitian kuantitatif, kualitatif dan R&D*. Alfabeta.

Wang, X., Jia, L., & Jin, Y. (2020). Reading Amount and Reading Strategy as Mediators of the Effects of Intrinsic and Extrinsic Reading Motivation on Reading Achievement. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.586346>

Zakiya, L. F. (2024). The quality of reading and learning in basic general education students. *International Journal of Linguistics, Literature and Culture*, 10(3), 29–38. <https://doi.org/10.21744/ijllc.v10n3.2426>